

Rosa Street Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 01.12.20

Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). (See also [EEF - School Planning Guide 2020-21](#))

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

School Overview

Number of pupils in school YR – Y6	189
Proportion of disadvantaged	87/189 = 46%
Catch-up Premium allocation (No. of pupils x £80)	£15120
Publish Date	01.12.20
Review Dates	Feb 2021
Statement created by	Helen Ashton
Governor Lead	Gemma Metcalfe

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

Socio economic area of the school – 46% of pupils are in receipt of pupil premium (2020/21) and 47% currently receive free school meals. 27% of pupils have SEND with a support plan or EHCP. Deprivation Indices is at 0.3 and in the bottom 40% of schools. We have a high proportion of transient pupils (18 pupils arrived and 11 left school during the academic year 2019-2020). Significant private rental accommodation in the local area results in a constantly changing local community. Declining industries (closure of large factories) in Spennymoor over the years have resulted in families facing significant economic challenges. Spennymoor was a former mining community and is predominantly white, working class. A large majority of incoming children are from high needs, complex families that require additional and multi-agency support both within school and at home. This recognised need prompted the appointment of an Inclusion Support Advisor in 2015 and she continues to provide support to children and families across school. A focused 'Induction Policy' for new pupils further supports children in settling into school quickly.

61% of pupils engaged in home learning and some of these pupils attended school as well. When school re-opened in September 3% of pupils (5) did not return for covid related reasons (some of these being anxiety based). 19 vulnerable/disadvantaged pupils attended school during the summer. Through baseline assessments we have identified pupils will require additional support to enable them to catch up quickly: Rec – 8, Year 1 – 8 pupils Year 2- 6 pupils Year 3 - 15 pupils Year 4 - 11 pupils Year 5 -13 pupils Year 6 - 14 pupils

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Home learning requires further refinement and development in order to improve access to learning and ability to provide more individualised feedback at home for all pupils. Develop pupils' resilience in using online learning whilst ensuring they know how to stay safe online.	A strong remote learning offer is in place. Access to Office 365 is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.
	B	Staff require CPD to develop a greater understanding of children's mental health needs.	Staff are better informed and have greater clarity about how to support children with mental health needs. This is a focus of daily/ weekly teaching in the autumn term.
Targeted academic support	C	Only a small proportion of pupils (approx. 30%) engaged with the online learning materials provided for Maths during the summer term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.

	D	Online learning materials provided for Reading during the summer term were accessed by the 40% of pupils, baseline assessments indicate some learning loss and gaps in knowledge. This has resulted in some pupils in each class working well below ARE.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
	E	Due to the emphasis on on-line learning, standards in spelling are lower than expected in terms of ARE.	Pupils make accelerated progress in writing and spelling skills from their starting points at the beginning of the Autumn Term.
Wider Strategies	F	Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	All pupils are able to focus on their learning during lessons.

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
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A	Teachers to be trained in remote learning so that it can be used alongside class teaching for those pupils who are isolating.	Remote learning is in place and staff, pupils and parents are able to use it effectively.	Digital technology to support pupil learning (EEF + 4 months).	Staff meeting time	<i>Determined from pupil participation and teacher usage.</i>	Computing Lead	Autumn term
	Parents/carers are made aware of remote learning opportunities and how they can support home learning.	Home learning (homework) and communication with parents is enhanced (pupil participation increases).	Effective parental engagement supports learning (EEF + 3 months) Homework (EEF +2 months)	Staff meeting time £150- Computing Lead release time	<i>Engagement levels with Office 365</i>	Computing Lead	Autumn term
	Online safety links and information shared with pupils and parents.	Children remain safe online.	Children show an acute and age appropriate understanding of how to stay safe online.		<i>CPOMS Log</i>	HT	Autumn term
B	All staff to receive CPD in relation to 'Zones of regulation' (managing feelings and emotions)	Staff are better informed and have greater clarity about how to support children with mental health needs.	Social and Emotional Learning (EEF + 4 months)	6 hours £300	Pupil Surveys	HT	Autumn term

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
C	<p>Maths assessments made identify children in need of support.</p> <p>15 min daily interventions for all identified pupils – basic skills.</p>	<p>Progress is accelerated termly to ensure pupils are able to access age appropriate learning materials.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) Feedback (+8)</p>	£7502.62	<i>Determined from assessments made at the start of the autumn term</i>	Maths lead	Autumn term
D	<p>Reading assessments identify children in need of support. 1:1 Reading Intervention with identified pupils. 15 min daily intervention for all identified pupils – comprehension Lexia online reading intervention.</p>	<p>Progress in Reading accelerates termly to ensure pupils are able to access age appropriate learning materials.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Feedback (+8) 1:1 Tuition (+5) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p>	<p>£7502.62</p> <p><i>Lexia: £1283.33 x 50 licences – 1 year</i></p>	<p>Targets set for pupils based on assessments made at the start of autumn term.</p>	English lead	Autumn term
E	<p>Spelling shed teaching tool used to support the teaching and learning of spellings online.</p>	<p>Spelling improves across the school.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Digital Technology (+4)</p>	<p>Spelling Shed - £150</p>	<p>Targets set for pupils based on assessments made at the start of autumn term.</p>	English lead	Autumn term

Wider strategies i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
G	Zones of Regulation CPD delivered. Zones of Regulation CPD actions implemented and evident in all classrooms across the school.	Positive impact on identified SEMH pupils' emotional wellbeing.	Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	£300	Pupil surveys	SENDCO and Wellbeing lead	<u>Autumn term</u>
H	Additional therapeutic work	Positive impact on identified SEMH pupils' emotional wellbeing.	Social and Emotional Learning (+4)	£532	Pupils identified as being in need of extra support by teachers or parents.	SENDCO and Inclusion Support Advisor	<u>Autumn term</u>

Total £17720.57

Additional funding supporting provision

Pupil Premium is used to fund some of the additional adult time, therapeutic work and online interventions.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved:
Lynda Kelley
Local Governing Body meeting dates
Autumn: 19th December 2020 Spring: Summer:
Autumn summary
Pupil Premium Strategy for the year ahead was presented to the governors for questions and discussion.
Spring summary
Summer summary

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